Course Descriptions
Spring Semester 2019

FOCUS DESIGNATIONS
E = Contemporary Ethical Issues
O = Oral Communication
WI = Writing Intensive
H/HAP = Hawaiian, Asian, Pacific Issues

NOTE: All information contained herein is subject to change without advance notice.
UNDERGRADUATE COURSES

HIST 151  World History to 1500
Foundations: FGA  Henriksen, Margot

Content:
This course analyzes the historical development of human societies and their cultural traditions in all parts of the world, including Africa, the Americas, Asia, Europe, and Oceania, up to 1500 C.E. Lectures and readings offer integrated analyses of the political, social, economic, and cultural dimensions of human societies, as well as processes of cross-cultural interaction and exchange. In small weekly discussion groups, students engage in the study of writings, narratives, artifacts, or cultural practices of different peoples and societies. Overall, the course provides students with an intellectual foundation for responsible citizenship in the complex, interdependent, globalizing world of contemporary times.

Requirements:
To be announced.

Required Texts:
- Jerry Bentley, Herbert Ziegler, Traditions and Encounters: A Global Perspective on the Past, Vol. 1
- N. K. Sandars (trans.), The Epic of Gilgamesh
- Sophocles, Oedipus the King and Antigone
- Sheri S. Tepper, The Gate to Women’s Country
- Connie Willis, Doomsday Book

HIST 151  World History to 1500
Foundations: FGA  Wang, Wensheng

Content:
This is an introductory survey course that explores basic patterns of historical change across the pre-modern world (up to about 1650AD). It takes a close look at three broad themes: first, the transformations of human society to settled agricultural cultures and then to complex societies that relied on writing and bureaucracies to govern; second, the cross-cultural exchange of goods, ideas, and people (the formation of Silk Road, the rise of Christianity and Islam, the Mongol Empire, and the spread of the Black Death); third, the contact between native populations and Europeans (in Latin and North America and Southeast Asia) as well as the African slave trade. Students will not only examine patterns of social, political, cultural, economic, and ecological changes across the world before
1650AD, they will also study how these changes shaped the lives of ordinary men and women.

Requirements:
To be announced.

Required Texts:
- Bentley, Ziegler and Streets-Salter, *Traditions and Encounters: A Global Perspective on the Past, Vol. I*

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**HIST 152  World History since 1500**

*Foundations: FGB*  Brown, Shana

**Content:**
This history course introduces students to the key political, social, cultural, and economic events that have led to the creation of the modern world and the current state of the globe as we know it. With a starting point of roughly 1500 CE, we will center the “history from below” of global events. We will consider how human societies have developed as a result of increased global interconnectedness, the introduction of new foodstuffs and diseases across the globe, industrialization and modern warfare, and new artistic and social movements. We will consider the long-term impact of Western colonialism and capitalism on the world, including consequences for the global environment, and will discuss the emergence of liberalism, grass-roots freedom movements, the resilience of indigenous societies, and the rise of (and challenges to) democratic political systems.

Requirements:
Two midterm examinations and a final, plus discussion lab work.

**Required Texts:**
- Bentley & Ziegler, *Traditions and Encounters: A Brief Global History, Vol. II*
- Prince, *The History of Mary Prince: A West Indian Slave Narrative*
- Marx & Engels, *The Communist Manifesto*
- Satrapi, Marjane, *Persepolis: The Story of a Childhood*
- Yang, Kao Kalia, *The Latehomecomer: A Hmong Family Memoir*

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**HIST 161A  World Cultures in Perspective**

*Foundations: FGA*  Davis, Ned

**Content | Requirements | Readings:**
This class, for new and intellectually curious undergraduates, will introduce the student to the ancient and medieval worlds. One of our books will consider the cores (Western and Eastern Asia,) peripheries (steppe empires,) semi-peripheries (Europe and North
Africa,) and out-of-spheres (sub-Saharan Africa, the Americas, Pacific Islanders, Native Australians, Vikings) synchronically in the year 1000. The other will consider the entire history of human beings diachronically (over time) and particularly in relation to our ancestral environment in Africa and our biological inheritance. The two books are: John Man, *Atlas of the Year 1000* (Harvard, 2001), paperback, and Yuval Noah Harari, *Sapiens: A Brief History of Humankind* (Harper, 2015), paperback, which students are encouraged to buy from Amazon (or elsewhere) before our second meeting in Spring 2019.

**HIST 232**  
*History of Modern Europe, 1789 – present*  
(Modern European Civilization, 1800-)

*Focus: WI*  
Matteson, Kieko

*Content:*  
Focusing on major developments in politics, economics, culture, and society, this course surveys the events and trends that have transformed Europe from the French Revolution to the present, including industrialization, nationalism, imperialism, women’s suffrage and labor movements, environmental change, World War I and II, the Holocaust, the Cold War, and the establishment of the European Union. Diverse readings and assignments include speeches, poetry, diplomatic correspondence, journals, novels, and film. In recognition of the 100th anniversary of the end of World War I and the upcoming 75th anniversary (in 2019) of the start of World War II, as well as rising threats of terrorism, economic instability, isolationism, and ethnic nationalism in Europe, this year's readings emphasize themes of war, displacement, unrest, individual agency, and the ethics of political choices in times of crisis. Will Europe as a political, economic, and humanistic ideal survive?

*Requirements:*  
Quizzes, two short essays, midterm and final exam, oral presentation.

*Required Texts:*  
- Erich Maria Remarque, *All Quiet on the Western Front* (Ballantine; Reissue ed. 1987)  
- Vercors, *The Silence of the Sea* (1942)  
- Jan T. Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland*

**HIST 282**  
*Introduction to American History (1865 to present)*

*Daniel, Marcus*

*Content:*  
This course is an introduction to the history of the United States from the Civil War to the present. In just over a century a nation of small towns and agricultural producers, whose men and women aspired to a life of independent labor on the land, became and industrial super-power, sustained by a society of white and blue collar wage-earners whose
agricultural skills had atrophied to lawn-mowing. During the same period, a political and social order that was controlled and governed by white men became a multi-racial democracy acknowledging in principle, though not necessarily redeeming in practice, the democratic rights of all citizens, regardless of race and gender. These changes were profound, and they were neither smooth nor uncontested. Many Americans in this period disagreed profoundly with the direction their country was taking. Conflict was as common as consensus, and both shaped and reshaped American life in the C19th and C20th. This course will trace the most significant of these conflicts, exploring through them divergent and changing visions of family life, social order, national identity and political citizenship. How for example, did different social groups define American society and what it meant to be an American? How did these definitions change over time? Above all, I hope you will acquire a sense of the way that ordinary Americans responded to, coped with, and helped create their own future and our shared past.

Requirements:
To be announced.

Required Texts:
- To be announced.

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<th>HIST 302</th>
<th>History of Modern India</th>
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Content:
This lecture and discussion course will survey the history of India from the foundation of the mighty Mughal Empire in the sixteenth century to the new millennium’s contentious contemporary issues in modern South Asia.

The class will pay attention to the dazzling diversity of communities and historical experiences in India, including the arrival of various European groups to the subcontinent and the creation of religious conflicts that persist to the present. We will examine the practices and consequences of British imperialism and the varied Indian responses of collaboration and resistance, some of which gave rise to splintered nationalist movements. Nationalism will be studied as a diverse force, encompassing more shades than the mainstream Gandhian narrative. The Partition of India and post-colonial South Asia will be approached in part through voices represented in an array of primary documents, including fiction and film.

We will read two novels during the semester, each representing a different turbulent era of Indian history: one featuring the bittersweet independence of India and Pakistan born amid tremendous violence, and one documenting sweeping changes during the modern age of globalization. Students will have the opportunity to research the historical context for social and political issues and debates in contemporary India, such as those surrounding poverty and development, gender and youth, war and democracy, and
terrorism and religious tensions.

This course qualifies as an elective for the Undergraduate Certificate in Islamic Studies.

Requirements:
To be announced.

Required Texts:
- Adiga, *The White Tiger: A Novel*
- Singh, *Train to Pakistan*

**HIST 323/ASAN 323  Way of Tea in Japanese History & Culture**

*Focus: WI  Stalker, Nancy*

*Content:*
The tea ceremony is considered by many to be a metaphor for Japanese culture, a composite practice that requires wide-ranging knowledge of Japanese arts, religion, and literature. Skilled hosts demonstrate understandings of ceramics, calligraphy, flower arrangement, architecture and gardens, among other areas. Furthermore, tea ceremony served as an important forum for political and economic elites to form social connections and gain cultural capital, especially from the premodern period through today. This course traces the history of *chanoyu*, the tea ceremony: from its origins in the civil wars of the fifteenth century; to its practice under the Tokugawa shogunate; to rebirth during Meiji Japan's era of modernization, when it continued to be practiced among wealthy men but also rapidly disseminated among women when added to girl's schools' curriculums; to the practice of tea in contemporary Japan today, including creative new interpretations. We will read both primary and secondary sources, supplemented with videos and films, to question how and why has *chanoyu* remained the primary practice for expressing Japanese cultural identity across these centuries, in spite of momentous changes in state formation, society, economy, and technology.

Requirements:
To be announced.

Required Texts:
- Surak, *Making Tea, Making Japan: Cultural Nationalism in Practice*
- Rose, *For All the Tea in China*
- Kawabata, *Thousand Cranes*
HIST 328 | History of Modern Korea  
Focus: ETH, OC  
Kim, Cheehyung Harrison  

Content:  
This course examines Korea from the 18th century to the present. We begin with the questions, what is modernity and what is the modern nation? And what is different about the modern period? The starting point is when Korea encounters the West and begins the process of modernization. Included here is the period of modern colonization as part of the Japanese Empire, from 1876 to 1945. The questions about the contemporary era, from 1945 to today, are related to the national division, the Korean War, capitalist development, socialist development, democratization, globalization, popular culture, unification, and diaspora. North Korea is equally considered with South Korea. This course is not only about what happened in Korea but also about how Korea’s historical events are causally connected to world events, with the greater aim of universalizing the two Koreas’ historical questions.

Requirements:  
Weekly response papers, midterm exam, presentations, final review paper.

Required Texts:  
- All readings available as electronic files.

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HIST 342 / ECON 342 | The History of Economic Thought  
Hoffenberg, Peter  

Content:  
Economics 342/History 342 charts the major economic thinkers, ideas and philosophies since around 1600, or so. We begin with Mercantilism and end with contemporary debates regarding Capitalism, its future, and its alternatives. The course encourages students to explore economic thought as both a specific way of thinking about the world, society and human nature, with its own narrative and history, and also how such ideas interact with broader political, social, ethical and cultural questions. For example, what have economists written in historical context and across time and space about the causes of poverty and whether to assist the poor? What have they written over the past four centuries about what we now call “globalization?” Students will consider an array of thinkers and the responses to them, including, but not limited to Adam Smith, Thomas Malthus, Karl Marx, John Maynard Keynes and Amartya Sen. That is also the case with significant schools of economic thought, Free Trade Liberalism, Marxism and Socialism among them.

Readings include primary and secondary sources, as students are encouraged to actively engage the various dimensions of modern economic thought, including the original works and subsequent analyses and reflections. No background in Economics is required. History 152 is a strongly suggested pre-requisite, as is one introductory Economics
course. Those will help with background and foundation information, but are not required.

Requirements:

Weekly readings and discussions, periodic open-book quizzes and essays, and one 5 pp research essay. No examinations.

Required Texts:

- Coyle, *The Soulful Science*
- Heilbroner, *The Worldly Philosophers*
- Jones, *An End to Poverty?*
- Galbraith, *The Great Crash 1929*

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**HIST 348**

**Modern Britain, 1688-1945**

Hoffenberg, Peter

Content:

History 348 traces the social, political, cultural and economic development of “Modern Britain” between the Glorious Revolution of 1688 and the end of the Second World War in 1945. We will use a variety of historical sources to better understand the birth, dynamics, opportunities and anxieties of the first “modern” society and the various complementary changes in national identity, or “Englishness.” Those sources include novels, poems, speeches, statutes, correspondence, government reports and film.

Among the specific topics to be discussed are the seventeenth-century inheritance of revolution, civil war and regicide, shaping the Glorious Revolution in 1688 and the subsequent growth of political stability around 1700, or so; the rise of the gentry as a ruling class; the growth and control of party politics; the roles of religion and the Church of England; Britain’s relations with France, India and the American Colonies during the eighteenth century; the Great Transformation of the agricultural and industrial revolutions; key developments in thought, art, and literature; England’s “damnable” relationship Ireland; 19th-century economic and political “Reform;” trade unionism and popular Radicalism; the rise and decline of Liberalism; the problems and promises of Victorian and Edwardian cities; “the strange death of Liberal England” during the first years of the twentieth century; the ‘New’ Imperialism around 1900, or so, and the experiences and meanings of the two World Wars and “the long weekend” in between those conflicts.

Britain was and is not an Island unto itself, so our course will also try and place modern British History in three wider geo-political contexts: Britain’s relationship with its vast empire, which included North America, India, Southern Africa, Australia, New Zealand and Jamaica; with the European Continent, particularly France and Germany; and the oft-cited “special relationship” with the United States.

Requirements:
Discussions, thematic essays, open-note quizzes, one group presentation, and one final 5 pp research paper.

Required Texts:
- Willcox and Arnstein, *The Age of Aristocracy, 1688 to 1830*
- Arnstein, *Britain Yesterday and Today, 1830 to the Present*
- Defoe, *Moll Flanders*
- Gaskell, *North and South*
- Roberts, *The Classic Slum*

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**HIST 350**

**Iberia in Asia and the Pacific**

Lanzona, Vina

**Content:**

Agents of the Iberian empires—Spain and Portugal—appeared on the shores of Asia and the Pacific from as early as 1511, when the Portuguese captured Melaka, an event which marked the beginning of the colonial era in Asia. From Melaka, the Portuguese reached the Moluccas (Maluku) or Spice Islands in 1512, establishing a short-lived monopoly of the spice trade, and then extending their control to Goa (in India) and Macau (in China), and establishing their presence in East Timor and eastern Flores, part of present day Indonesia.

Following their successful conquests of the Americas, the Spanish also vied for control of the lucrative Eastern spice trade by financing Ferdinand Magellan, who sought to find the fastest route to the East from Europe in 1521. Magellan navigated from Europe, around South America, through the Mariannas (present-day Guam) in the Pacific, and landed in a group of islands that subsequent Spanish explorers called *Las Islas Filipinas*, claiming them for the Spanish Crown. In 1565, Miguel Lopez de Legazpi led an expedition back to the Philippines establishing a capital at Manila, and launching a sustained effort to colonize the archipelago. Spanish colonizers subsequently landed in the Pitcairn Islands, the Marquesas, Tuvalu, Vanuatu, the Solomon Islands and New Guinea, which were all claimed for the Spanish Crown but not effectively settled.

Between the 16th to the 19th centuries, the Iberian empires of Spain and Portugal intensified their colonizing efforts in Asia and the Pacific. Building on their experiences in the Americas, they undertook a distinct program of colonization shaped by geography, regional networks, religious practices, and the leadership and nature of indigenous societies in Asia and the Pacific. Both empires confronted local indigenous religions and Islam, and spent a lot of effort on converting indigenous people to Christianity, fighting to protect their trade routes and ports from both Islamic and European competitors, and transforming indigenous practices through a process of *Hispanization*. All these attempts, and their interactions with Asian and Pacific societies, shaped the very nature of their Iberian societies, especially with regards to law, economics, politics and culture.
This course will focus on how the lives of Spanish and Portuguese colonizers entwined with the lives of indigenous peoples in Asia and the Pacific. It seeks to explore the history of the Iberian presence in the region, and through themes such as religion, trade, language, class and notions of power, ethnicity, and identity, the course will examine the transformation in political, economic and cultural life experienced by indigenous Asian and Pacific societies through their interactions with the agents of the Iberian empires.

Requirements:
To be announced.

Required Texts:
- To be announced.

HIST 372  
United States Foreign Relations from 1898  
Reiss, Suzanna

Content:
The United States’ presence in the world changed dramatically in the twentieth century. From the last decade of the 19th century to the present, the United States extended its political, cultural, and economic influence around the globe transforming both the world and the nature of American society in the process. The study of foreign relations is also the study of the ongoing formation and transformation of a U.S. national identity. This is an upper division survey course that focuses on specific case studies to illuminate broader patterns and events. Questions of historical interpretation, the meanings and lessons people draw from the past, will be central to our approach. The primary goals of this course are to examine how major domestic events were interwoven with political movements, cultural transformations, and economic circuits firmly rooted in the international sphere and to have students leave with a better understanding of the importance of historical context to contemporary events and ideas.

Requirements:
To be announced in class.

Required Texts:
- To be announced.

HIST 378 / MGT 348  
History of American Business  
Kraft, James

Content:
This course traces the evolution of American business from colonial times to the present. It often focuses on the lives of famous entrepreneurs like Robert Fulton and Henry Ford, and on the rise of large corporations like Standard Oil and General Motors. At the same
time, however, it shows that many obscure people and small firms have contributed to American business development. From a broader perspective, the course explores the relationship between business, technology, politics, culture, and economic thought.

Requirements:
To be announced.

Required Texts:
- Buder, *Capitalizing on Change: A Social History of American Business*
- Vonnegut, *Player Piano*
- Blaszczyk & Scranton, *Major Problems in American Business History*

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**HIST 386  Caribbean History**

Njoroge, Njoroge

Content:
This course surveys the history of the Caribbean region from 1500 to the present. Since Columbus’ “discovery” in 1492 the Caribbean has been at the center of the making of the modern world. For over 500 years, this region has been the site of encounters, conflicts and clashes among Native Americans, Europeans, Africans, and Asians. As the modern world system began to emerge in the 17th century the Caribbean became the site of intensive imperial rivalry among the major European powers for the most valuable colonies in the Atlantic world. Within this framework we will examine aspects of the social history and economic development of the region, paying close attention to land and labor systems, gender relations, race and ethnicity, community and class formation, and state formation and nationalism. The goal of this class is to examine the emergence of the modern multi-ethnic Caribbean against the backdrop of this complicated colonial history. Although we will consider the region as a whole, our focus will be on Cuba, Haiti, and Jamaica.

Requirements:
To be announced.

Required Texts:
- To be announced.

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**HIST 391  History of Warfare to 1850**

*Focus: ETH, WI*

López Lázaro, Fabio

Content:
The coverage of this introduction to the history of warfare is selective over time and space and focuses primarily on the ethical dimensions of how collective violence has
been debated, legitimated and made illegitimate in particular societies and cultures. Notable examples of these processes include the history of "just war" theories, the progressive delegitimation of "private war," and the development of the modern international law of war. Readings illustrate important current scholarly debates concerning warfare from transnational and global perspectives. The topic of the required individual research essay, however, can extend beyond these course themes to any aspect of the history of warfare up to the mid 1800s, such as the development of military strategies, tactics, and technologies, or the cultural, social, or financial history of warriors, soldiers, and commanders in specific historical contexts.

Requirements:

- Written summaries of selected readings (total min. 500 words) (4 x 5% = ) 20%
- Statement of research question (min. 500 words) 10%
- Annotated bibliography (min. 750 words) 10%
- Final research essay (min. of 2,000 words) 20%
- Research workshop responses (3 / total min. 300 words) 5%
- Short-Essay Exams (2 x 10%) 20%
- Contributions to in-class discussions / LAULIMA comments 15%

Required Texts:

- Stephen Morillo, *What is Military History?*
- A selection of primary sources and scholarly articles, essays, and selected chapters from monographs: these will be available on LAULIMA or as e(lectronic) books via the UH library website.

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**HIST 396B Historical Theories and Methods**

*Focus: WI  
McNally, Mark*

*Content:*

This class focuses on some of the major interpretive theories and methodologies currently in use in the discipline of history in the United States. While the scope of the course is relatively broad, the number of historical approaches is too vast to be adequately covered by it. The course will emphasize recent trends developed by European and American scholars since the 1950s. Because of the advent of interdisciplinary scholarship in the United States, most of the readings for the course do not come solely from the field of history itself. In addition to history, the readings in this course come from literary theory, cultural studies, and philosophy. While some of these theoretical approaches may seem controversial, the purpose of the course is to study and analyze them (not necessarily to agree with them). Critical responses to the approaches in this course are encouraged, but only after some degree of understanding them.

*Requirements:*
HIST 396B  Historical Theories and Methods
Focus: WI  Arista, Noelani
Content:
This course is an introduction to the history of historical scholarship, and the ways in which historians have framed and written history. We will survey a variety of approaches to thinking and writing about the past used by historians in the past few decades. This class will give you the chance to practice analyzing historical sources, and acquire discipline specific forms of writing. This course is structured as a seminar, with brief introductory lectures by the instructor, followed by class discussions.

The courses emphasizes different approaches to the writing of history, but also investigates questions of scale: trans-national, national, regional, and micro. What are the advantages and disadvantages of each, and what kinds of sources are more suited to a particular frame?

I will also highlight methodological developments in Hawaiian and Native American history has and the potential to transform work on encounter, colonization, law, and empire.

Requirements:
To be announced.

Required Texts:
- To be announced.

HIST 400  Digital History in the Global Village
Rath, Richard
Content:
Marshall McLuhan famously observed that communication networks with global reach and near-instantaneous speeds were collapsing both time and space to turn the world into a “Global Village.” Digital innovations from personal computers to smart phones and word processors to WhatsApp have created new interconnected media that have massively accelerated this trend. The localization of the world, however, has been neither even nor equitable. Some people and places have benefitted at the expense of others while putting up a front of revolutionary advancement for everyone. The Global Village in the Digital Age has involved not only flows of ideas across the world, but flows of
bodies as well, as IT sector has tapped into transnational patterns of labor migration. In this course we will uncover the historical foundations of the global village and track its uneven development over the past seven decades along with its deeper historical roots.

We will learn this history by “doing” digital history using free and open source software and media. Coders are welcome, but no special computing skills are required beyond an adventurous spirit.

Requirements:
To be announced in class.

Required Texts:
All of the reading will be available electronically and open access where possible, keeping costs to a minimum.

HIST 409  
History of Islamic Southeast Asia  
Andaya, Leonard

Content:
History of the coming of Islam to Southeast Asia, the spread of its ideas, and its role in the lives of Muslim communities living in the region.

Requirements:
To be announced.

Required Texts:
- To be announced.

HIST 419  
The Search for Modern China  
Focus: WI  
Wang, Wensheng

Content:
This writing-intensive course aims to help students understand the making of modern China by tracing a long series of crises, reforms, and revolutions since 1800. These critical events and processes provide a prism through which to view how China has developed from a collapsing dynastic empire to one of the world’s greatest powers. Students will examine how this dramatic transformation has shaped the lives of ordinary people as well as the ways they have understood their past. Students will also think about the enduring influence of Chinese tradition and its interplay with foreign impact which profoundly shape China’s quest for modernization.

Requirements:
HIST 423  
Okinawa  
McNally, Mark  

Content:  
This course covers the major developments of Okinawan history from prehistoric to contemporary times. The focus is on the political, social, cultural, and religious aspects of change for the period. Since the course encompasses a long span of time, it will be useful to learn the following list of periods: 1) Prehistory, 2) Ancient Ryūkyū, 3) Early Modern Ryūkyū, and 4) Modern Ryūkyū/Okinawa.

Requirements:  
To be announced.

Required Texts:  
Readings will be drawn from the following texts:  
- *Islands of Discontent*  
- *Okinawa: A History of an Island People*  
- *The Okinawa Diaspora in Japan*  
- *The Samurai Capture a King*  
- *A Survey of the History and Culture of Okinawa*  
- *Threshold of a Closed Empire*  
- *Visions of Ryūkyū*  

NOTE: Course readings will be available through Laulima – no books for purchase.

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HIST 429  
War Crimes Trials in Asia  
Focus: WI  
Totani, Yuma  

Content:  
Seven decades ago at the courtroom of the International Military Tribunal for the Far East (IMTFE, 1946-8) in Tokyo, Japan, two dozen wartime political and military leaders of Japan were convicted of the planning and waging of aggressive war against China and other neighboring countries, in the period between 1931 and 1945. Of these who were convicted, ten of them were also found guilty of ordering the commission of war crimes or, alternatively, for the culpable failure to prevent the commission of such acts by the Japanese armed forces. Seven of them were sentenced to death. How successful was
IMTFE, though, in establishing justice and accountability? Can the conviction of mere ten individuals be construed as sufficient? Aside from the IMTFE proceedings, the Allied authorities concurrently held more than 2,240 trials involving 5,700 suspected Far Eastern war crimes at 51 separate locations across Asia and the Pacific. Who were tried at these trials, and what were their findings and outcomes?

The purpose of this course is to take an in-depth look at the Japanese conduct of war during WWII in Asia and the Pacific, explore aspects of post-WWII Allied war crimes trials (1945-1952), and assess the accomplishments as well as shortcomings of the postwar Allied justice initiatives in the establishment of accountability. To this end, students will read a selection of secondary literature, analyze primary-source materials that are drawn from the transcripts of court proceedings, court exhibits, and the judgment of IMTFE, and watch a few films for class discussions.

Requirements:

- Original research paper (6,000-8,000 words in length).
- Regular participation in class discussions.

Required Texts:

- Honda Katsuichi, *The Nanjing Massacre*
- Yoshimi Yoshiaki, *Comfort Women*
- Gavan Daws, *Prisoners of the Japanese: POWs of World War II in the Pacific*
- Selection of primary-source materials (to be posted on Laulima)

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**HIST 450**

**Topics in African History: Colonialism & Nationalism in the Making of Modern Africa**

Bertz, Ned

**Content:**

This course will consist of four case studies designed to introduce students to the critical themes of colonialism and nationalism in the making of modern Africa.

We will open with a look at East Africa’s fabled Swahili coast as it transitioned from a pre-colonial, transregional society to one bounded by European empires. Next, we will survey the turbulent history of South Africa across the twentieth century, including the dark days of apartheid and Nelson Mandela's stunning emergence as a global icon of democracy.

Our third case study will be a more narrow focus on Kenya in the period of late colonialism and triumphant African nationalism, involving the Mau Mau guerilla war and the brutal colonial response, leading to the heady days of independence as they passed into bitter disillusionment. We will end by trying to understand the seemingly unfathomable violence during the genocide in Rwanda as a legacy of both colonialism and nationalism, while studying the country’s healing as a potential basis of hope for the
continent’s future.

Each case study will feature literature, music, and film in addition to scholarly readings.

Requirements:
To be announced.

Required Texts:
- Parker, *African History: A Very Short Introduction*
- Gurnah, *Paradise*
- Thiong’o, *A Grain of Wheat*
- Berger, *South African in World History*

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**HIST 451E**

**History & Literature: World/Comp – The History of the Future: How We Got Here and Where We are Going**

**Focus:** WI

**Zelko, Frank**

**Content:**

According to geologists, our current epoch is the Holocene. But over the past decade, an increasing number of scientists and historians have argued that the epoch should be more accurately called the Anthropocene—the epoch of humans. We are now the major geological force on the planet, and our activities have impacted its entire structure, from the atmosphere and the oceans, to its soils, freshwater systems, and all biological life forms. This course will examine how writers—primarily historians, scientists, journalists, and novelists—have tried to understand this development and how they have helped to shape a new “Anthropocene discourse.” What are the historical forces that got us here? What is it about the nature of humans that enabled them to so thoroughly dominate the planet? And based on historical developments and current trends, where are we heading over the next few decades, centuries, and millennia?

Requirements:
Weekly reading and discussion, book reviews, final essay.

Required Texts:
- Alan Weisman, *The World Without Us*
- Yuval Noah Harari, *Homo Deus: A Brief History of Tomorrow*
- Margaret Atwood, *Oryx and Crake*
- Max Tegmark, *Life 3.0: Being Human in the Age of Artificial Intelligence*
- Raj Patel and Jason Moore, *A History of the World in Seven Cheap Things*
HIST 458  The American Revolution
Daniel, Marcus

Content:
This course explores the origins, development and consequences of the American Revolution. By the middle of the eighteenth century, a complex, polyglot, creole society had emerged along the eastern seaboard of colonial British North America. In the thriving port cities of Boston, New York, Philadelphia and Charleston, wealthy merchants and artisans worked in a vigorous and highly commercialized urban economy with increasingly sharp divisions of wealth and status. In the rural north and mid-Atlantic, small commercial farmers produced for a rapidly expanding home market, while in the South planters used slave labor to produce commercial crops for a dynamic overseas market. All sectors of the economy were closely tied to the rhythms and cycles of the broader Atlantic economy, the slave trade and the plantation complex of the Caribbean and the South. In each region, capitalist economic transformation precipitated serious social and political tensions, and by the 1760’s a serious confrontation with British imperial power. The inability of the British imperial state to resolve this growing conflict paved the way for colonial political revolution and, eventually, political independence. The creation of a new North American nation: the United States of America, transformed a loosely governed, heterogeneous and ramshackle imperial order into an economically dynamic, expansionist and racially exclusive nation state with profound consequences for white settlers, black slaves and the indigenous inhabitants whom they displaced. Over the course of this semester we will explore the complex currents of change that shaped and reshaped American society during the eighteenth century, paying close attention to the relationship between slavery, empire, expansion and citizenship in both the American Revolution and the new American Republic.

Requirements:
To be announced.

Required Texts:
- To be announced.

HIST 466  The United States, 1948 - Present
Henriksen, Margot

Content:
This course focuses on American history since World War II, and it is organized around the concept of “American Crimes and Misdemeanors.” The themes of murder, passion, and terror inform the approaches to understanding the recent history of the United States; famous or infamous murder cases, crimes of passion, political scandals, and the terrors–and terrorism–of warfare provide the means for investigating the often radical changes in gender and race, foreign relations, and political culture that evolved in the latter half of the twentieth century and in the early twenty-first century. Students are exposed to a
general overview of the major social, cultural, political, economic, and technological influences that shaped America after World War II, from the impact of the atomic bomb and the cold war to the rebelliousness and violence of the 1960s, from the turmoil of Vietnam and Watergate to the trauma of September 11th and the resulting “war on terror” in Afghanistan and Iraq. Readings and films that evoke conflicts between criminality and law enforcement are featured given their ability to highlight the sorts of cultural and political polarization that have gained prominence in this era. Along with films, select television shows, and historical texts, a variety of literary styles—including fiction, true crime, new journalism, autobiography, and political satire—are employed to demonstrate the pervasive and often subversive tensions affecting life in modern American society.

Requirements:

Students are expected to complete extensive reading assignments and to view and analyze several significant and relevant television shows and films (e.g., *The Twilight Zone*, *Bonnie and Clyde*, and *Taxi Driver*). Short reading assignments and an in-class, open-note final examination constitute the written requirements for the course.

Required Texts:

- Truman Capote; *In Cold Blood*
- John Gilmore; *Severed: The True Story of the Black Dahlia Murder*
- Malcolm X; *The Autobiography of Malcolm X*
- Lydia Millet; *George Bush, Dark Prince of Love: A Presidential Romance*
- James T. Patterson; *Restless Giants: The United States from Watergate to Bush vs. Gore*
- Rebecca Well; *Divine Secrets of the Ya-Ya Sisterhood*

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**HIST 473/AMST 432 Slavery and Freedom**

Njoroge, Njoroge

Content:

The early histories of Africans in the Americas are ones of slavery, resistance, displacement, and diaspora. Africa and people of African descent have been central to the making of the modern world, and the continued marginalization of and discrimination against African Americans makes an understanding of experience of slavery in the “new world” a critical intellectual endeavor. Using history, film, literature, and music, this course will be an interdisciplinary exploration of some of the socio-cultural, historical and political factors and facets of “Black” experiences from slavery to freedom. Beginning with the early encounters with Europe, we will trace “roots and routes” of African American experiences from the Atlantic slave trade, European expansion and the development of capitalism, to the overlapping diasporas to the Caribbean, Latin America, the North American mainland and beyond. Paying close attention to the crucial interrelations between class, gender, “race” and region, we will examine the history, memory and meaning of slavery and the relevance for our contemporary era.

Requirements:
HIST 477/AMST 431  History of American Workers

Focus: ETH  
Kraft, James

Content:

American workers have had many faces: the skilled artisan, the plantation slave, the female domestic, the “white collar” employee and more. What have these workers had in common? What kind of work did they perform and how has it changed over time? How have they responded to changes in the work environment? What role has government played in shaping that environment? What problems do American workers face today? This course explores these and similar questions.

Requirements:

Midterm exam, 10-page research paper, final exam, and class attendance.

Required Texts:

- Dubofsky, Labor in America: A History
- Boris, Major Problems in the History of American Workers
- Kraft, Vegas at Odds: Labor Conflict in a Leisure Economy, 1960-1985

HIST 480/AMST 425  American Environmental History

Focus: OC  
Zelko, Frank

Content:

The course will examine the interaction between humans and the environment throughout history, focusing in particular on North and South America. We will look at how various peoples experienced their environment: how they attempted to change it, how they were limited by it, and how they thought about nature. We will therefore be examining history at several levels:

1. Material and ecological: the physical changes that humans have wrought over the past 10,000 years.

2. Social and political: the connection between peoples' use of the environment and the way their society develops.

3. Intellectual and cultural: how individuals and societies have understood nature at
various points throughout history and how this understanding has shaped their actions.

Requirements:
Weekly reading and discussion, book review, annotated bibliography, final essay.

Required Texts:
- Shawn William Miller, *An Environmental History of Latin America*
- Ted Steinberg, *Down to Earth: Nature in American History*

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**HIST 485**

**History of 20\textsuperscript{th} Century Hawai‘i**

*Focus: HAP*

*Content:*

This course necessarily starts with the turbulent political events of the late 19th-century – namely, the overthrow of Queen Lili‘uokalani and the annexation of the islands to the U.S. by a joint resolution of Congress. In covering the territorial period (1898-1959), it examines labor immigration, the continued development of a plantation society, and the impact of World War II in the islands. The last third of the course examines the statehood period (1959-present) when military and federal spending along with the visitor industry replaced agriculture as the main sectors of Hawai‘i’s economy. The course also covers social and cultural movements history by examining social protests and the Hawaiian Renaissance of the late 20th century.

*Requirements:*

Bi-weekly response papers, short research paper, midterm and final essay exams.

*Required Texts:*
- David Chang, *The World and All the Things Upon It: Native Hawaiian Geographies of Exploration*
- Tom Coffman, *Island Edge of America: A Political History of Hawai‘i*
- Aiko Yamashiro and Noelani Goodyear-Ka‘ōpua, eds., *The Value of Hawai‘i 2: Ancestral Roots, Oceanic Visions*
- Isaiah Helekunihi Walker, *Waves of Resistance: Surfing and History in Twentieth-Century Hawai‘i*

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**HIST 496D**

**Senior Tutorial in History – Asia/Pacific**

*Focus: WI*

*Content:*

The aim of this course is to assist students in the preparation and writing of a senior thesis on a subject dealing with Asia and/or the Pacific. In the initial meetings there will be an emphasis on the mechanics of writing an extended work of history and a review of
historiographical ideas, particularly those with direct relevance to Asian and Pacific history. The students will then suggest a topic of research for their senior thesis and defend their choice in a short presentation to the class for critique. Each student will then organize a seminar to present the findings of their final senior theses.

Requirements:
To be announced.

Required Texts:
• Marius, Richard, and Page, Melvin E.; *Short Guide to Writing about History, A, 9/E*

HIST 496E Senior Tutorial in History – World/Comparative
Focus: WI Totani, Yuma

Content:
The purpose of this course is for students to produce a scholarly paper based on original research using primary-source materials. This course fulfills the senior tutorial requirement for history majors, and it can also serve for the non-history majors to meet the undergraduate WI focus requirement. The course is recommended to those students who plan to explore a research topic that falls within the course instructor’s areas of specialization – the history of twentieth-century Japan, World War II in Asia and the Pacific, post-WWII Allied war crimes trials in the Asia-Pacific region, and international justice in the twentieth and twenty-first centuries – so that students can take advantage of content-based research guidance and feedback that the course instructor will be able to provide.

Requirements:
• Original research paper (8,000 -10,000 words in length)
• Research proposal (1,500 words in length)
• Biweekly research progress reports

Required Texts:
• N/A
GRADUATE COURSES

HIST 602  Seminar in Historiography  
Lauzon, Matthew

Content:

In this seminar students will reflect upon, discuss, and write about their own and others' historiographical priorities and practices by exploring and analyzing some outstanding examples of approaches to a variety of historical subjects.

Requirements:

To be announced.

Required Texts:

- Ivan Jablonka and Nathan J. Bracher, History Is a Contemporary Literature: Manifesto for the Social Sciences
- Walter Prevenier and Martha C. Howell, From Reliable Sources: An Introduction to Historical Methods
- Jeremy D. Popkin, From Herodotus to H-Net: The Story of Historiography
- Dominick LaCapra, Understanding Others: Peoples, Animals, Pasts
- Noelani Arista, The Kingdom and the Republic: Sovereign Hawai‘i and the Early United States
- Arlette Farge, The Allure of the Archives

HIST 610  Topics in World History  
López Lázaro, Fabio

Content:

HISTORY 610 is a research seminar with an essay-writing focus that concentrates on the general historical question of global interconnectedness. Interdisciplinary approaches that are relevant to historical research are welcome. Each year the course has a specific theme that draws together each student's personally crafted research project into general discussions. The topic in Spring 2019 is:

Transnational Historical Investigations into Nativism, Indigeneity, and Citizenship

Members of the research seminar read and discuss selected works as a class. Students also craft a historical research project in consultation with the professor. This project is periodically work-shopped with the rest of the class and culminates in the key written assignment, a research essay. This essay can potentially serve as preparation for a graduate field examination or as a thesis / dissertation chapter (such an arrangement must meet with the prior approval of the student's M.A. or Ph.D. Committee Chair).
Requirements:

- Active in-class and / or Laulima contributions to the discussion of readings.
- Participation in a mock conference roundtable concerning a key monograph, selected each year to coincide with the seminar's annual theme. The monograph for this year is Mahmood Mamdani, *Define and Rule: Native as Political Identity* (Harvard University Press, 2012).
- Research essay (approx. 15-20 pages, 3,750-5,000 words). In preparing for the writing of the research essay, students complete three additional short writing assignments: a statement of historiographical position concerning the year's focus (approx. 1,250 words), a statement of the historical question that they will be investigating (max. 250 words), and a short preliminary annotated bibliography explaining key primary and secondary sources necessary for writing the research essay (max. 1,500 words).

Readings:

We will read a selection of articles and essays in edited collections and several monographs, either in their entirety or partially. The key readings for Spring 2019 include the following:

**Monographs**


**Edited collections**

- Johnson, Christopher, David Warren Sabean, Simon Teuscher, and Francesca
HIST 639C  Advanced Topics in American History: Foreign Relations
Reiss, Suzanna

Content:
This is a reading intensive survey of major historical monographs relating to United States foreign relations. We will consider the evolving parameters of “foreign relations” in history and historiography, different research and writing methodologies, and debates about national origins and historical synthesis. Themes will include the relationship between peoples, empires and nations; slavery, freedom, and the Atlantic World; labor, migrations, and global capital; and Cold War narratives of development and domesticity.

Requirements:
• To be announced.

Readings:
• To be announced.

HIST 658  Seminar in Modern Southeast Asian History
Lanzona, Vina

Content:
This is a graduate level reading seminar in modern Southeast Asian history. In this seminar, we will look at seminal texts as well as new, groundbreaking work in Southeast Asian social, cultural and intellectual history. By focusing on writings that challenge the conventional boundaries of the historical discipline, this course interrogates issues such as culture and colonialism, nationalism and revolution, race, class, sexuality and gender as well as trace the postcolonial and intellectual movements in modern Southeast Asian studies.

Moreover, students in this course will have an opportunity to read and discuss primary sources and illustrative texts that shape our knowledge of modern Southeast Asia. Students will gain an understanding of the developments and uses of Modern Southeast Asia social, cultural and intellectual history through an understanding of both general and particular historical and historiographical trends, discussion of critical issues in intellectual production, and analysis of texts and books in shaping our understanding of modern Southeast Asia.

Requirements:
To be announced.

Required Texts:
- Charles Keith, *Catholic Vietnam: A Church from Empire to Nation*
- Nhun Tuyet Tran, *Familial Properties: Gender, State, and Society in Early Modern Vietnam, 1463–1778* [Optional]
- Kim Lefèvre, *White Métisse* [Optional]

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**HIST 661C**

**Seminar in Chinese History: Middle**

Davis, Ned

Content:

Topics and Texts in Pre-Modern Chinese History. This semester the seminar will focus on the research interests of the students and the professor. Common readings will also be determined by the research interests of the participants, and those who are interested in the pre-modern history of other parts of East Asia are welcome to join the seminar.

Requirements:
- To be announced.

Required Texts:
- To be announced.

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**HIST 665D**

**Seminar in Japanese History: 1868-pres**

Stalker, Nancy

Content:

This seminar focuses on Japan from the late 19th century through the 20th century, investigating how Japanese "modernity" (or modernities) have been interpreted by historians and other scholars of Japan. Course readings will be both historiographical and thematic, examining how approaches to political, cultural, religious, and imperial modernities have evolved over the last several decades.

Requirements:
- Participation in in-class and Laulima discussions
- Three in-class presentations providing critical analyses of readings
- Three 6-8 page review articles

Required Texts:
- Takashi Fujitani, *Splendid Monarchy: Power and Pageantry in Modern Japan*
(University of California, 1998)

- Takeuchi Yoshimi, *What is Modernity?* (University of California, 2005)

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**HIST 667B Seminar in Korean History: Reading**

**Kim, Cheehyung Harrison**

**Content:**

This seminar engages with Korean history from various themes and methods. Historiography of Korea is explored in terms of premodern history, colonial history, postwar history, South Korean political economy, North Korean studies, and transnational history. Themes of nationalism, capitalism, socialism, and democracy are historically contextualized to reveal both local and transnational elements.

**Requirements:**

Weekly response papers and a final review paper.

**Required Texts:**

*NOTE: Please wait for communication from Harrison Kim about acquiring books.*

**Partial list**

- Charles Kim, *Youth for Nation: Culture and Protest in Cold War South Korea* (University of Hawai‘i Press, 2017)
HIST 677  Seminar in History of Hawai‘i
Rosa, John

Content:
Reading seminar with short papers required. Covers Kingdom of Hawai‘i and 20th-century Hawai‘i in alternate years.

Requirements:
Book reviews, visit to Bishop Museum, and one longer historiographic essay.

Required Texts:
- David A. Chang, *The World and All the Things upon It: Native Hawaiian Geographies of Exploration* (2016)